

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2014 JAN 23 PM 3:21 DOCUMENT CONTROL CENTER
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name IDEA Public Schools	Vendor ID # 74-2948339	Mailing address line 1 505 Angelita Drive	
Mailing address line 2 505 Angelita Drive, Suite 9	City Weslaco	State TX	ZIP Code 78596-
County- District # Campus number and name 108807 NA	ESC Region # I	US Congressional District # 15	DUNS # 0030419150000

Primary Contact

First name Melissa	M.I. 	Last name Scheinfeld	Title Director of Staff Progression
Telephone # 512.529.0413	Email address melissa.scheinfeld@ideapublicschools.org	FAX # 956.447.3794	

Secondary Contact

First name Christina	M.I. 	Last name Steiner	Title Grant Manager
Telephone # 956.377.8227	Email address christina.steiner@ideapublicschools.org	FAX # 956.447.3794	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Tom	M.I. 	Last name Torkelson	Title Superintendent
Telephone # 956.377.8000	Email address tom.torkelson@ideapublicschools.org	FAX # 956.447.3794	

Signature (blue ink preferred)

Date signed

1/9/14

Only the legally responsible party may sign this application.

Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
	No fiscal-related attachments are required for this grant.	
	No program-related attachments are required for this grant.	

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances requirements</u> .
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification requirements</u> .

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Over the past 3 years with support from a \$5M Investing in Innovation (i3) Development Grant from the USDE awarded to IDEA Public Schools in partnership with PSJA ISD, together with \$2M in privately raised matching funds, the district has been able to innovate and improve many key human capital tools and programs in each of the following areas:

- **Recruitment:** Created a protocol to define the appropriate level of follow-up with candidates; identified new profiles aligned with hiring rubric; and used a hiring rubric to identify and recruit applicants from across the country using teacher matching sites like myEDMatch and haystack.edu;
- **Selection:** Created hiring rubrics and interview guides aligned to the behavioral and interpersonal character traits that make a teacher high-impact; created high-quality manager training to teach IDEA leaders how to use tools and hiring best practices to choose the best and brightest talent; conducted a predictive analysis (in the model of TFA) on IDEA selection data to determine which selection characteristics are most correlated with teacher success and other key outcomes;
- **Onboarding:** Created a New Teacher Institute and a Teacher Leader Institute (both programs are conducted in the summer); conducted three years of training for teachers new to IDEA, and improved on the content of this training by incorporating feedback from teacher participants and SRI (3rd party evaluator);
- **Staff Development:** Facilitated follow-up trainings (led by principals and assistant principals—managers of teachers rather than outside consultants) on campus sites to provide “contextual” professional development throughout the year; scaled the program by over 50% as IDEA has grown; developed and implemented one-day Instructional Coaching Summit (in collaboration with Teach For America and PSJA ISD) to share best practices in teacher coaching; also created leadership development programs including IDEA Rhodes Fellows, Principal in Residence, and Master’s Reimbursement Program;
- **Evaluation:** Retooled Guideposts for Excellent Teaching (GET) rubric; expanded rubric to five rating levels, from Unsatisfactory to Exceptional; added “look fors” to define excellence during observations; added 6th Guidepost area aligned to IDEA Core Values; created videos of exemplary teachers to demonstrate excellent teaching as defined by GET; and
- **Career Progression:** Launched a Principal in Residence (PIR) program, an intensive 1-3 year experience for teachers who want to become school principals; Developed and piloted Teacher Career Pathway (TCP) that recognizes five levels—or Stages—of teacher proficiency, from Beginning to Master; ready to implement fully in 2014-15.

The i3 grant has been demonstrably successful and is currently on track to become part of the What Works Clearinghouse at the US Dept. of Education due to the rigorous evaluation underway by SRI, a third-party evaluator. Due to several key innovations the i3 award made possible, **IDEA is now ready to embark upon the next stage of innovation, where the focus is a system of differentiated pay that both rewards teachers for their pedagogical and professional achievements and retains them within the IDEA district of schools. The frame and underlying structure for this system is called the “Teacher Career Pathway”, and the rewards system, which is based on a teacher’s placement on the TCP is to be known as “Grow with IDEA” Accounts.**

IDEA does realize that the addition of bonuses for performance and retention does require a great deal of change management; hence, IDEA has waited to add-on monetary rewards to the Teacher Career Pathway by way of the “Grow with IDEA” accounts. Now that the rest of the infrastructure in place, it is finally time to compensate teachers for adding value and choosing to stay with IDEA through the innovation and implementation process.

Budget Development: The “Grow with IDEA” Accounts budget was developed collaboratively by the Human Assets team, Development team, and Finance team, which met 2-3 weekly between December 15 and January 22 to discuss project costs, adjust project scope, and iterate on the budget accordingly. This ensured that IDEA’s proposal completely and accurately answered all statutory and TEA requirements, including the preferred components, and that it contains a financially sound budget that supports the intention of the EEIP initiative while also fulfilling IDEA’s human capital intentions: to reward and retain quality teachers across its multi-region district. Further, this budget solidly reflects IDEA’s belief that recognizing and rewarding teachers based on clear measures of teacher effectiveness and student achievement is crucial to meeting its needs to increase teacher retention, increase student achievement, and support district expansion, which is why 75% of EEIP funding will go directly to teachers.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Demographics and Grant Purpose: Since its inception in 2000, the original IDEA Academy has expanded to 30 schools in the Rio Grande Valley, San Antonio, and Austin, serving more than 15,000 students whose demographics reflect the need of the region: currently **30% are English Language Learners**, 95% are Hispanic, and 86% qualify for free or reduced price lunch. This combination of obstacles to success in a rigorous college-preparatory program located in the Rio Grande Valley of Texas seems daunting, if not impossible, to many educators and the public at large, but the committed teachers and leaders of IDEA Public Schools welcome the challenge to do what many believe cannot be done: exceed expectations and actual academic performance without excuse for student background, family educational attainment, or socio-economic level. Fully 43% of adults in Cameron County and 50% of adults in Hidalgo County are illiterate (do not have Basic Prose Literacy Skills) as compared with 19% of all adult Texans (<http://www-tcall.tamu.edu/docs/09illitmap.html>); 86% of all IDEA students are economically disadvantaged, with little or no additional resources for academic assistance or enrichment activities outside of those available during or after school; 40% of all IDEA students are considered at-risk due to various social, economic, and academic factors; and 97% of students are ethnic minorities—populations historically underserved by public education and underrepresented in higher education.

Thirteen years after its founding, IDEA now has a history of leveraging the use of top talent, data, and technology to apply new concepts and teaching models to get real results, producing high-achieving, college-bound students in congruence with our mission. 100% of graduates have been accepted to an institute of higher education, 97% of graduates have been accepted to a 4-year college, and 99.9% of our graduates have matriculated to college. **Roughly 65% of IDEA graduates will be the first in their family to graduate from a four-year college.** As the purpose of the EEIP is to systematically transform education quality and effectiveness and improve student learning in Title I districts, IDEA's demographics, together with the systematic foundational work the district has done since 2010 to prepare for this well timed opportunity, make it a perfect fit to fulfill EEIP goals and aims.

Assessing and Updating District Need: Each IDEA school carries out an extensive Needs Assessment and Campus Improvement Plan each spring, which is tailored to the unique circumstances of the campus and is used as a guide for budget allocations, program decisions, and managerial strategy. At the district level, IDEA's Executive Team, composed of the CEO/Co-founder, Chief of Schools/Co-founder, Chief Program Officer, Chief Human Assets Officer, Chief Operating Officer, Chief Financial Officer, and Chief Advancement Officer, meets weekly to systematically assess IDEA's needs, set rigorous goals, and measure progress. Information is tracked and becomes part of IDEA Public Schools' District Improvement Plan. Practices include development of yearly goals broken down into three priority areas (discussed below). IDEA also has a Strategic Plan for Growth and Expansion (in 2004 and again in 2011), weekly reviews of student achievement, four annual Internal Assessment data points, and a system for disseminating information throughout the organization. During the 18-month Teacher Career Pathway development process in which IDEA leaders sought teacher input through 14 teacher feedback sessions, 5 focus groups, 5 Steering Committee meetings and 14 campus town halls, TCP Design Team members embarked on a process to identify a range of nonmonetary rewards and recognition that teachers said would motivate, inspire, and incentivize them as they moved up the Pathway. Informally gathered teacher support for the proposed **"Grow with IDEA" Accounts** program is high, and teachers eagerly anticipate EEIP implementation.

Management Plan/Program Evaluation: A six member EEIP team will meet weekly to oversee implementation of project activities by collecting qualitative and quantitative data related to teacher retention, teacher satisfaction, and student achievement; reviewing progress toward goals; and adjusting the timelines and content of project delivery as appropriate to achieve all objectives as stated. With EEIP funding, IDEA will hire a Coordinator of Staff Progression. The purpose of this role is to coordinate and facilitate matching teachers with individualized professional development and mentors, based on their TCP placement. The coordinator would evaluate the quality of professional development options to create a menu for teachers and execute arrangements with external providers. The coordinator would also facilitate the teacher evaluation surveys as part of the TCP.

In Summary: IDEA Public Schools knows of no other district in Texas that is tackling the issue of teacher reward and retention with as bold, robust, and holistic a solution as it proposes here. With its focus on a five-stage TCP that rewards *both* performance *and* retention, IDEA proposes to fulfill both the letter and the intention of the Educator Excellence Innovation Program in a way that also aligns with its prior successes and future plans.

Without EEIP funding to enhance this carefully designed local educator excellence innovation plan known as "Grow with IDEA" Accounts, implementing an innovative add-on bonus structure designed to reward and retain teachers (thus helping IDEA grow to scale quickly and with quality) will not be possible in a timeframe that keeps pace with IDEA's ambitious plans for expansion. Specifically, payment of add-on bonuses for teachers at the highest stages of the TCP—Performing, Advanced and Master Teachers—will not be possible.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary

County-district number or vendor ID: 108807		Amendment # (for amendments only):						
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature								
Project period: April 1, 2014, through August 31, 2016		Fund code: 429						
Part 1: Budget Summary								
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)		Year 2 (9/1/15 – 8/31/16)			
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$577,418	\$92,000	\$669,418	\$927,415	\$46,000	\$973,415
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$84,000	\$0	\$84,000	\$0	\$0	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$187,670	\$0	\$187,670	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$31,500	\$0	\$31,500	\$0	\$0	\$0
Total direct costs:			\$880,588	\$92,000	\$972,588	\$927,415	\$46,000	\$973,415
Percentage (.0273%) indirect costs (see note):			\$24,040.05	\$2,511.60	\$26,551.7	\$25,318	\$1,255.8	\$26,574.23
Grand total of budgeted costs (add all entries in each column):			\$904,628.10	\$94,511.6	\$999,139.7	\$927,415	\$472,55.8	\$999,989
Administrative Cost Calculation								
Enter the total grant amount requested:			Year 1		Year 2			
			\$999,139.7		\$999,989			
Percentage limit on administrative costs established for the program (10%):			x .10		x .10			
Multiply and round down to the nearest whole dollar. Enter the result.			\$99,139		\$99,999			
This is the maximum amount allowable for administrative costs, including indirect costs:								

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Texas Education Agency Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 108807			Amendment # (for amendments only):		
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2	
Academic/Instructional					
1 Teacher	0	0	\$0	\$0	
2 Educational aide	0	0	\$0	\$0	
3 Tutor	0	0	\$0	\$0	
Program Management and Administration					
4 Project director	0	0	\$0	\$0	
5 Project coordinator	1	0	\$40,000	\$40,000	
6 Teacher facilitator	0	0	\$0	\$0	
7 Teacher supervisor	0	.57	\$40,000	\$0	
8 Secretary/administrative assistant	0	0	\$0	\$0	
9 Data entry clerk	0	0	\$0	\$0	
10 Grant accountant/bookkeeper	0	0	\$0	\$0	
11 Evaluator/evaluation specialist	0	0	\$0	\$0	
Auxiliary					
12 Counselor	0	0	\$0	\$0	
13 Social worker	0	0	\$0	\$0	
14 Community liaison/parent coordinator	0	0	\$0	\$0	
Other Employee Positions					
15 "Grow with IDEA" Bonus Payouts	NA	NA	\$522,500	\$854,760	
16	0	0	\$0	\$0	
17	0	0	\$0	\$0	
18	Subtotal employee costs:		\$602,500	\$0	
Substitute, Extra-Duty Pay, Benefits Costs					
19 6112	Substitute pay		\$0	\$0	
20 6119	Professional staff extra-duty pay (To support the development of diagnostic tests to measure student growth in subjects without standardized tests)		\$9,135	\$0	
21 6121	Support staff extra-duty pay		\$0	\$0	
22 6140	Employee benefits		\$57,783	\$78,655	
23 61XX	Tuition remission (IHEs only)		\$0	\$0	
24	Subtotal substitute, extra-duty, benefits costs		\$66,918	\$78,655	
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$669,418	\$973,415	

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description			Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land		\$	\$
	Specify purpose:			
6299	Contracted publication and printing costs (specific approval required only for nonprofits)		\$	\$
	Specify purpose:			
1.	Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional Services, Contracted Services, or Subgrants Less Than \$10,000				
#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1		<input type="checkbox"/>	\$	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
2.	Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	\$
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000				
Specify topic/purpose/service:			<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:				
Contractor's Cost Breakdown of Service to Be Provided			Year 1	Year 2
1	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:			\$	\$

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200) (cont.)- Not ApplicableCounty-District Number or Vendor ID: **108807**

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200) (cont.)County-District Number or Vendor ID: **108807**

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0	\$0	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$0	\$0	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$0	\$0	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0	\$0	
(Sum of lines a, b, c, and d) Grand total		\$0	\$0	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 108807					Amendment number (for amendments only):		
Expense Item Description							
Technology Hardware—Not Capitalized							
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
6399	1	ipads	Mentor filming, coaching, and tracking of mentees	100	\$500	\$50,000	\$0
	2	NA	0	0	\$0		
	3	NA	0	0	\$0		
	4	NA	0	0	\$0		
	5	NA	0	0	\$0		
6399	Technology software—Not capitalized					\$0	\$0
6399	Supplies and materials associated with advisory council or committee					\$5,000	\$0
Subtotal supplies and materials requiring specific approval:						\$0	\$0
Remaining 6300—Supplies and materials that do not require specific approval:						\$29,000	\$0
Grand total:						\$84,000	\$0

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 108807		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$141,750	\$0
	Specify purpose: Individualized professional development for stage 4 and 5 teachers (\$630 for 100 stage 4/ \$1575 for 50 stage 5)		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$0	\$0
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$0	\$0
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$0	\$0
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$0	\$0
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$0	\$0
6490	Indemnification compensation for loss or damage	\$0	\$0
6490	Advisory council/committee travel or other expenses (Includes food and travel for 72 people to meet 4 times per year)	\$25,920	\$0
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$0	\$0
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$0	\$0
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$0	\$0
	Remaining 6400—Other operating costs that do not require specific approval (\$10,000 for Mentorship training at the New Leader Institute and GET certification trainings to norm and certify evaluators around the observation tool to provide consistency and feedback -\$10,000) :	\$20,000	\$0
Grand total:		\$187,670	\$0

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 108807

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$0	\$0
66XX/15XX—Technology hardware, capitalized					
2			\$	\$0	\$0
3			\$	\$0	\$0
4			\$	\$0	\$0
5			\$	\$0	\$0
6			\$	\$0	\$0
7			\$	\$0	\$0
8			\$	\$0	\$0
9			\$	\$0	\$0
10			\$	\$0	\$0
11			\$	\$0	\$0
66XX/15XX—Technology software, capitalized					
12	Teacher Career Pathway Dashboard Portal (Web-based application used for teachers and managers to monitor their progress on the pathway.)	NA	\$NA	\$31,500	\$0
13			\$	\$0	\$0
14			\$	\$0	\$0
15			\$	\$0	\$0
16			\$	\$0	\$0
17			\$	\$0	\$0
18			\$	\$0	\$0
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$0	\$0
20			\$	\$0	\$0
21			\$	\$0	\$0
22			\$	\$0	\$0
23			\$	\$0	\$0
24			\$	\$0	\$0
25			\$	\$0	\$0
26			\$	\$0	\$0
27			\$	\$0	\$0
28			\$	\$0	\$0
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$0	\$0
Grand total:				\$31,500	\$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant FundsCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			15,487	
Category	Number	Percentage	Category	Percentage
African American	188	1%	Attendance rate	98.16%
Hispanic	14,762	95%	Annual dropout rate (Gr 9-12)	0.0%
White	389	3%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	86%
Asian	148	1%	TAKS commended 2011 performance, all tests (sum of all grades tested)	21%
Economically disadvantaged	13,445	86.11%	Students taking the ACT and/or SAT	98.5%
Limited English proficient (LEP)	4,712	30%	Average SAT score (number value, not a percentage)	1358
Disciplinary placements	0	0%	Average ACT score (number value, not a percentage)	19.8

Comments

Student demographics (above) reflect the current (2013-14) school year. However, IDEA Public Schools is a rapidly growing charter organization with schools in the Rio Grande Valley, San Antonio, and Austin. ***The number of IDEA schools and students will at least DOUBLE in the next four years, and the number of new teachers and all teachers will grow by 326% and 244%, respectively.*** Expansion projections by year are as follows:

	Current:2013-14	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Year 4: 2017-18
# Schools	30	36	44	52	60
# Students	15,487	18,884	23,458	28,180	33,050
# New Teachers	150	291	354	417	490
# All Teachers	675	797	968	1,147	1,366

Part 2: Teacher Demographics.* Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	11	1.63%	No degree	0	0%
Hispanic	528	78.45%	Bachelor's degree	675	100%
White	122	18.13%	Master's degree	64	9.51%
Asian	10	1.49%	Doctorate	2	0.3%
1-5 years exp.	550	81.72%	Avg. salary, 1-5 years exp.	\$43,960	N/A
6-10 years exp.	69	10.25%	Avg. salary, 6-10 years exp.	\$46,365	N/A
11-20 years exp.	43	6.36%	Avg. salary, 11-20 years exp.	\$50,891	N/A
Over 20 years exp.	11	1.63%	Avg. salary, over 20 years exp.	\$59,164	N/A

*2013-14

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Please note: Total enrollment projected by the end of grant year 2 (2015-16) is 23,458, and total teacher count by the end of grant year 2 (2015-2016) will be 950.

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)															
County-district number or vendor ID: 108807										Amendment # (for amendments only):					
Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	0	170 6	171 8	171 7	150 6	998	644	173 6	164 6	120 5	892	631	610	526	1553 5
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	0	170 6	171 8	171 7	150 6	998	644	173 6	164 6	120 5	892	631	610	526	1553 5
Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	0	60	58	43	44	35	29	47	64	65	92	61	41	34	673
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	0	60	58	43	44	35	29	47	64	65	92	61	41	34	673

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 108807

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each IDEA school carries out an extensive Needs Assessment and Campus Improvement Plan each spring, which is tailored to the unique circumstances of the campus and is used as a guide for budget allocations, program decisions, and managerial strategy. At the district level, IDEA's Executive Team, composed of the CEO/Co-founder, Chief of Schools/Co-founder, Chief Program Officer, Chief Human Assets Officer, Chief Operating Officer, Chief Financial Officer, and Chief Advancement Officer, meets weekly to systematically assess IDEA's needs, set rigorous goals, and measure progress. This information is tracked and becomes part of IDEA Public Schools' District Improvement Plan, a requirement of TEA Chapter 11, subchapter F. Practices include development of yearly goals broken down into three priority areas. IDEA also has an ambitious plan for expansion, weekly reviews of student achievement, four annual Interim Assessment data points, and a system for disseminating information throughout the organization.

Each year, IDEA updates its **organization-wide goals**, which address its three core priorities: **1) Students Graduate College-ready; 2) Build a Strong and Sustainable Organization; and 3) Achieve Mission at Scale.** This scorecard serves as a public display of progress toward 18 different indicators that include student achievement and growth; college acceptance, matriculation, and completion; employee retention; organizational strength; teacher and student attendance; parent/family satisfaction; student enrollment and demographics; and the timely hiring of excellent staff.

IDEA Public Schools' overarching need is to continue to meet the growing demand for its successful academic model, matching the scope of its solution to the scale of the problem, which is a pervasive lack of high performing schools for low-income students. To accomplish this, IDEA will use EEIP funds to address the following three highest-priority needs:

1. Increase teacher retention: Provide career pathways and opportunities that reward and support the differentiated development of all teachers with nonmonetary and monetary compensation, contributing to overall satisfaction with and desire to remain employed by IDEA; The new Teacher Career Pathway (TCP) program is one of several initiatives designed to achieve IDEA's org-wide goals, address its priorities, and increase overall organizational health (including teacher satisfaction) as measured by a 13-question org-wide, Gallup survey administered annually. To address the high-priority need to increase teacher retention from the current rate of 72% to a long-term sustainable 85%, IDEA has developed its TCP program and will expand on that initiative with an innovative application of EEIP funds that puts money directly into the hands of teachers based on multiple inputs that determine their level of effectiveness and their choice to remain in the organization, thereby addressing IDEA's two most pressing needs—performance and retention—while also mitigating the negative impacts of turnover. In a 2012 study by Ronfeldt, Loeb, and Wyckoff, of the effects of turnover on 850,000 New York City 4th and 5th graders, over 8 years, the researchers found that teacher turnover has a significant and negative effect on student performance in reading and math. The results also indicate that turnover is particularly harmful in schools with primarily low-performing students and suggests that the negative impact of turnover extend to the teachers and students who stay behind. (Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). How teacher turnover harms student achievement. *American Educational Research Journal*, 50(1), 4-36.)

2. Exceed current levels of academic excellence for all students, across all regions, subjects, and grades; Currently, 67% of K-12 students end the year on or above grade level in reading, 64% in language, and 76% in math (goal is 95% for all subjects); 81% of students have achieved Level II performance and 18% have achieved Level III (goals are 90% and 30%, respectively) on STAAR/EOC for their subject and grade; and 100% of IDEA graduates have been accepted to and enter a college or university each year. While IDEA has proven it can significantly improve academics for students in underserved communities, the need to expand teacher quality *while growing to meet the high levels of demand for its model* is the focus of this EEIP proposal.

3. Grow to scale with quality: Identify, hire, recruit, onboard, develop, recognize/reward, and retain a high-quality teaching staff while more than doubling in size in the next four years. • At the end of 2012-13, more than 15,300 students were on waiting lists for a seat in an IDEA school. Furthermore, IDEA will need to hire and retain a total of 1,070 new teachers (between 290 and 490 new teachers per year in addition to replacing teachers lost through attrition) between 2014 and 2017 as it doubles from 30 schools to 60 and from 15,487 to more than 33,000 students. Currently, IDEA's teacher retention rate is 72% against an organization-wide goal of 85%, which means IDEA must simultaneously continue best-in-class hiring practices, improve retention, and grow to scale.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Exceed current levels of academic excellence for all students, across all regions, subjects, and grades	TNTP's "The Widget Effect" research (http://widgeteffect.org/downloads/TheWidgetEffect_execsummary.pdf) reiterates that the effectiveness of the classroom teacher is the single most important factor for increase student achievement, and the Teacher Career Pathway program is designed such that student achievement results drive a teacher's progression along the Pathway. IDEA will provide resources such as additional mentoring support to Stage 1 and 2 teachers; advanced, individualized staff development opportunities for Stage 3-5 teachers; and other rewards and recognition that help teachers become more effective and focus on increasing student achievement as a means to career advancement and satisfaction. Teachers will progress to Stages 3, 4, and 5 of the TCP as a result of their demonstrated ability to increase student performance (together with strong evaluation scores, colleague/manager feedback, and student/parent feedback). Upon promotion along the pathway, along with other nonmonetary benefits, teachers will be rewarded with increasing retention bonuses provided through EEIP funding.
2.	Increase teacher retention: Provide meaningful career pathway options and opportunities that reward the highest-performing teachers (Stage 3, 4, and 5) with nonmonetary and monetary compensation that contributes to their overall satisfaction with and desire to remain employed by IDEA.	IDEA created a premier performance management and evaluation system based on input from all stakeholders and supported by the research of the Measures of Effective Teaching study. IDEA does <i>not</i> intend to use this as the foundation on which to create an organization-wide "pay for performance" system. Rather, " Grow with IDEA " Accounts will reward the highest performing teachers (Stages 3, 4, and 5) to celebrate the critical work they do to help students succeed, close the achievement gap, and to choose to stay in the organization where students and colleagues benefit from their institutional knowledge and teaching expertise. Teacher bonuses to be funded by this grant are designed to reward teaching excellence while also serving as a retention incentive (see pages 31-32 for a description of this innovative compensation structure). Because these bonuses are only awarded at level 3-5 they will motivate teachers at level 1-2 to improve their teaching practice. Additional, nonmonetary rewards and recognition will include advanced-out of town- PD opportunities, resources for mentors such as ipads, additional release time to mentor others, opportunities to take on special projects, opportunities for flexible schedules, and campus decision-making influence. Public recognition "badges" will include plaques outside the classroom door; a tangible symbol of teaching excellence that is clearly visible to parents, students, and faculty.
3.	Grow to scale with quality (meeting the increasing demand for IDEA's successful, proven academic model): Identify, hire, recruit, onboard, develop, recognize/ reward, and retain a high-quality teaching staff while more than doubling in size in the next four years	Identify/Hire/Recruit/Onboard: Existing initiatives will continue as described in this proposal; Develop: Teachers at stages 1 and 2 will participate in all school- and district-based professional development as designed by IDEA leaders. IDEA is already adept at helping teachers progress to Stage 3 with its existing development programs. Once they achieve Stages 3-5, they will be rewarded with additional flexibility, opportunities for advanced PD, etc. (see #1, above). During the grant period, IDEA will research and design a structured buddy/mentorship program for secondary teachers (grades 6-12) and measure its impact on increasing retention during a teacher's crucial first five years. Recognize/Reward/Retain: The TCP is IDEA's primary mechanism for tying teaching excellence and student achievement to teacher recognition and reward. At no time do teachers <i>have</i> to move up the TCP stages; however, teachers at stages 3, 4, 5 and 5 will be recognized and rewarded with a structured bonus system that will be paid out in an innovative, incremental method that simultaneously rewards both teaching excellence and the decision to make a career out of teaching at IDEA.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management PlanCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Chief Human Assets Officer, Audrey Hooks	Executive Team Contact for "Grow with IDEA" Accounts; leads all human capital work at IDEA—from hiring through retention; Investing in Innovation (i3) grant director; former teacher/TFA Corps Member and TFA Recruiter Manager across a 9-state region
1.	VP of Human Assets, Emily Nielsen	Manages staffing team; oversees recruitment and selection of instructional and leadership staff and the TCP; 5 years of experience leading staffing team, former TFA corps member
2.	Director of Staff Progression, Melissa Scheinfeld	EEIP Project Director; 8 years of teaching and instructional coaching experience; expertise includes teacher evaluation and teacher sustainability and 3 years of experience working on teacher evaluation and compensation systems in two different districts; <i>EEIP funds will add a Coordinator position to support this role</i>
3.	Director of Research and Analysis, Danny McClain	Leads data information analysis for IDEA, including reporting assessment results to forecasting student achievement in college; previously served as Assessment Data Coordinator at Texas State Technical College and on Harlingen CISD's Research and Analysis Team; adjunct faculty member, UT Brownsville
4.	Director of Marketing and Communications, Vanessa Berry	Oversees IDEA's advertising and public relations efforts; former Manager of Events and Communications for the Irving-Las Colinas Chamber of Commerce and communications manager for a national retail financial services organization based in the DFW Metropolis.
5.	Grant Manager, Christina Steiner	Reports on grant implementation, challenges, accomplishments, budget, and revisions; will complete and submit timely and accurate financial, interim, and summative reports on all EEIP activities; former teacher/TFA Corps Member

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestones	Begin Activity	End Activity
1.	By 8/31/16, at least 90% of all students tested will achieve Level II/ performance on STAAR.	1. Analyze student data from previous school year	06/01/2014	07/31/2016
		2. At least 98% of students take benchmark test	08/31/2014	10/15/2015
		3. 100% of "high risk" students receive extra-help	09/15/2014	08/31/2016
		4. At least 98% of students take actual test	02/15/2015	06/01/2016
2.	By 8/31/16, at least 30% of all students tested will achieve Level III performance on STAAR.	1. Analyze data from previous school year	06/01/2014	07/31/2016
		2. At least 98% of students take benchmark test	08/31/2014	10/15/2015
		3. Provide interventions as needed	09/15/2014	08/31/2016
		4. At least 98% of students take actual test	02/15/2015	06/01/2016
3.	By 8/31/16, teacher retention will be \geq 85%.	1. Analyze leaver data for 100% of teachers	06/01/2014	07/31/2016
		2. Complete rollout of Teacher Career Pathway	06/01/2014	08/31/2016
		3. Pilot formal mentorship program	07/15/2015	08/31/2016
		4. Teacher retention improves year over year	06/01/2014	08/31/20156
4.	By 8/31/16, at least 75% of teachers surveyed will say they can imagine teaching at IDEA for more years than planned because of the TCP.	1. Disseminate survey to all 100% of IDEA staff	05/31/2014	08/31/2016
		2. At least 98% of teachers respond to survey	05/31/2014	08/31/2016
		3. Analyze results for all respondents	06/15/2014	08/31/2016
		4. Compare results to previous year	06/15/2014	08/31/2016
		5. Share results with project team	07/15/2014	08/31/2016
5.	By 8/15/16, at least 85% of teachers will Agree or Strongly Agree with IDEA's organizational strength measure	1. Disseminate survey to all 100% of IDEA staff	05/31/2014	08/31/2016
		2. At least 98% of teachers respond to survey	05/31/2014	08/31/2016
		3. Analyze results for all respondents	06/15/2014	08/31/2016
		4. Compare results to previous year	06/15/2014	08/31/2016
		5. Share results with project team	07/15/2014	08/31/2016

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **"Grow with IDEA" Accounts Project Management Team:** Chief Human Assets Officer (CHAO), VP of Human Assets, Director of Staff Progression, Coordinator of Staff Progression, Director of Research and Analysis, Grant Manager, and Director of Software Development, will **meet weekly** throughout the program implementation to identify program-wide needs, strategies, challenges, and solutions; communicate about program activities, staffing, and training opportunities; ensure program compliance and financial management; adjust program activities as determined by data-indicated need; and promptly correct any problems with project delivery. All changes and updates are communicated to principals via biweekly principal webinars. The **Director of Staff Progression** will assume primary responsibility for program-level implementation and adjustment, monitor all planned activities and contracted services, and—as supported by the Director of Research and Analysis—analyze site-level data. **At the campus level**, principals will continue to deploy the full range of teacher evaluation processes and tools in the Staff Development Cycle (see page 27), providing feedback on teacher quality to the Project Management and Executive Teams. Additionally, schools will participate in quarterly Interim Assessments (IAs), which provide standardized, objective-level student achievement data that teachers and staff use as a measure of teacher quality and effectiveness (and their related needs for professional development). Principals will also continue to facilitate collection and incorporation of student and parent surveys, classroom observation data, teacher peer observation reports and teacher performance reflections from the staff development cycle. **At the district level**, IDEA Public Schools conducts weekly Executive Team meetings to review weekly data aligned to IDEA's goals around student achievement, attendance, persistence, and teacher retention. Each senior leader reports on progress toward goals and in this way monitors and manages the organization's overall academic, support services, financial, and facilities needs according to his/her role. The CHAO will communicate updates on **"Grow with IDEA" Accounts** to IDEA Executives at these meetings as well. See pages 20-21 for formative evaluation.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

IDEA Public Schools is committed to the cost-effective implementation of every project it undertakes and realizes that managing resources effectively includes continually assessing, updating, and communicating the need for such resources and monitoring and adjusting project activities to bring them into alignment with these needs. **It is crucial to note that IDEA has been building a foundation for this EEIP grant program since 2010 and remains committed to this work as evidence by what has already taken place.** In 2010, IDEA was the only Texas recipient of a \$5M Investing in Innovation Development Grant (i3). I3 funding enhanced IDEA's practices in six key areas: Recruitment, Selection, Onboarding, Staff Development, Evaluation, and Career Progression. This grant ends in 2014, and the compensation component of the TCP program needs support beyond the life of the grant. **Without EEIP funding, the proposed system of teacher rewards will not be possible.** • At all stages of project implementation and management, IDEA will involve its Chief Human Assets Officer, Director of Staff Progression, Grant Manager, and financial and compliance team who will work together to oversee adherence to all policies and procedures relating to the following: maintaining fiduciary/financial responsibility for all grant activities; keeping accurate accounting data, records, and archiving of supporting documentation for all charges; requesting funds through the automated payment request systems; and preparing and submitting written expenditure reports to TEA. **IDEA is committed to sustaining this innovative teacher compensation program beyond the initial funding period** and promises to accomplish the following: maintain accurate, up-to-date records of grant activities and expenditures; file accurate interim and final progress and financial reports in a timely manner; account for the accomplishment (or failure to accomplish) each program objective/target; coordinate grant funding with other federal, state, and local/ADA funding to maximize program effectiveness and student achievement; and share details of its model and the results of its program with others.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #15—Project EvaluationCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	QUANTITATIVE: Review student achievement data (IAs, STAAR, EOC, promotion, persistence, graduation)	1.	Exit slips, "quizzes" for 100% of students analyzed weekly
		2.	Four benchmark/Interim (common) Assessments administered annually
		3.	School- and district-wide student achievement continues in an upward trend (Goals: 90% Level II STAAR; 30% Level III STAAR; 100% college matric.)
2.	QUANTITATIVE: Review staffing projections, teacher retention, teachers served	1.	Staffing projections for 100% of schools updated monthly
		2.	100% of all schools fully staffed by 8/15/14, 8/15/15, and 8/15/16
		3.	Teacher retention continues in an upward trend (Goal: 85%)
3.	QUANTITATIVE: Teacher Career Pathway progression rollout assessed at each stage	1.	95% of managers of teachers earn GET Observer Certification (indicating normed evaluation skills)
		2.	Ensure validity of evaluation tools, weights, and placements.
		3.	TCP stage-level ratios and overall summaries of performance measures published annually
4.	QUANTITATIVE & QUALITATIVE: Teacher evaluation/reflections cycle	1.	100% of teachers complete BOY goal-setting tool
		2.	100% of teachers complete MOY self-assessment and action plans
		3.	100% of teachers complete EOY summative evaluation conference/rubrics
5.	QUANTITATIVE & QUALITATIVE: Annual survey of organizational strength	1.	At least 98% of IDEA faculty and staff respond to org health annual survey
		2.	85% of staff indicate overall positive ratings on organizational health survey
		3.	Teacher retention continues in an upward trend (Goal: 85%)

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Both formative and summative evaluations of "Grow with IDEA" Accounts will be based on multiple qualitative and quantitative measures as indicated above (student achievement and growth, college matriculation, staffing, career progression, teacher evaluations and self-assessments, organizational strength, and teacher retention).

- **Teacher retention** data is monitored on an ongoing basis but is officially reported annually as year-over-year retention, which is more rigorously than most districts, which report it from Fall to Spring (within the year);
- **Teacher satisfaction** will be monitored anecdotally each semester but will be officially recorded and reported as a result of the annual organizational health survey of all staff and by follow-up surveys on teacher satisfaction with the Teacher Career Pathway (TCP) rollout (see pages 35-36 for more detail); and
- **Student achievement** data is gathered weekly through Gradecam-scored exit tickets as well as through three Interim Assessments, progress reports, quarterly report cards, annual STAAR/EOC, AP, and ACT scores.

Representatives from all teams will meet periodically to share progress towards goals and participate in feedback protocols about one another's component of the project. During these meetings goals and metrics are collected and reestablished for future meetings. The team includes the Director of Software development (TCP Dashboard development milestones); the Director of Marketing and Communication (teacher communication); representatives of Elementary and Secondary programming (creating and evaluating student achievement metrics); the Director of Data and Analysis (building data models); and the Chief Advancement Officer (securing funding for TCP rewards and recognition). Relevant metrics that guide adjustments in implementation and strategy are then presented to the senior leadership team on a weekly basis.

Results of **annual student, parent, and colleague surveys** on pedagogical and professional performance supplies additional feedback to teachers and represents a metric used to evaluate teachers for their placement on the TCP. The surveys pose questions about students' academic experience with a teacher, parents' experience of teacher, and a teacher's commitment to core values from the perspective of colleagues.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Foundational Innovations funded by i3

Through the i3 grant, IDEA has engaged more intentionally to share work on a peer-to-peer basis. One of the programs that came out of the collaborative interactions was the joint development and implementation of a one-day Instructional Coaching Summit. The Instructional Coaching Summit brought approximately 50 instructional coaches from PSJA, IDEA and Teach For America together to share best practices in teacher coaching.

i3 also enabled IDEA to create a New Teacher Institute and a Teacher Leader Institute, the latter of which is now a pathway for excellent teachers to enter the leadership development pipeline. These teacher training programs kick off in the summer and IDEA has now conducted three years of training for teachers new to IDEA. The New Teacher Institute focuses on setting expectations and building key foundational skills among newly hired teachers. The Teacher Leader Institute aims to build leadership skills among teachers who hold formal teacher leader roles in IDEA schools. Although these trainings do increase skill levels, which may move a teacher up the Teacher Career Pathway Stages, TLI is *not* part of the TCP. Separate and apart from their placement on the TCP, TLI graduates are compensated for taking on additional responsibilities such as organizing meetings, facilitating teams, and supervising discipline. After completing the Teacher Leader Institute, teachers who wish to pursue additional school leadership opportunities can apply to the Principal in Residence (PIR) program to continue receiving hands-on support and training from a sitting IDEA principal (mentor). PIR certification is not based on "seat time," clock hours, or a prescribed number of classes but rather on a defined set of discrete, real-world skills that take 1-3 years to master.

Each summer program curriculum has improved over the course of each year by incorporating teacher participant feedback and formative feedback from SRI, the third party evaluator. After summer institute, IDEA staff conducts follow-up trainings on campus sites to provide continuous "contextual" professional development throughout the year. IDEA recently shifted its follow-up session facilitators to principals and assistant principals, the managers of teachers, instead of outside trainers because we know that context matters when teachers are trying to implement instructional strategies and practices. This program has been scaled by over 50%, a need that was dictated by IDEA's growth rate and need to onboard 100-150 new secondary teachers annually. In exit surveys from the 2013 Institutes, more than 90% of teachers agreed or strongly agreed that the training they received would be applicable in their classrooms immediately.

Additional Mentorship Opportunities

IDEA's co-teacher model, which places a full-time assistant teacher with a teacher of record in each K-2 classroom, serves as an intensive mentorship and teacher pipeline development program, allowing IDEA to build a bench and serve as an important source of hiring for future positions. Approximately 25% of co-teachers promote to teacher of record each year.

IDEA also employs Flex Teachers (full-time, experienced, and enculturated IDEA employees not initially assigned as teachers of record) who are deployed to maintain the rigorous environment of a top teacher's classroom while s/he is periodically released to mentor, train, and/or coach others or to participate in professional development intensives that support their advancement along the Teacher Career Pathway. Flex Teachers can also be deployed to beginning or new-to-IDEA teachers' classrooms to free them to observe Stage 4 and/or Stage 5 teachers in action.

Informal or less structured mentoring also occurs on each campus as deployed by the campus principal. IDEA provides training for principals in mentoring practice (selection and pairing of mentors, support for mentors and new teachers, etc.), and the principals return to their schools to create mentoring systems tailored to their own needs. Mentors may receive a small compensation paid from the school's budget for mentoring-related expenses, but this system is not yet

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

standardized across the district. This campus-based "360-degree mentorship" model allows many ways for teacher leaders, Assistant Principals of Instruction, Advanced and Master Teachers to mentor others.

Plans for the EEIP Grant Period

IDEA plans to improve teacher induction and onboarding by expanding its mentorship program. Currently, Grade Team Leaders serve as "teacher buddies"—role models that new teachers can look up to and emulate—but as these Leaders are also responsible for field lessons, behavior/discipline for their grade level, and other tasks, IDEA will add another mentoring support component. During year 1 of the grant period the Human Assets team will improve induction by providing official support for mentorship through centralized training for "Teacher Champions"—mentors who will work with new-to-IDEA and/or struggling teachers, as needed. \$10,000 of the requested EEIP budget is to support a new mentorship training to be offered during the summer institute in 2014.

Design of this program will identify existing human and professional development resources for mentor training and will work with principals to specify the requirements for serving as a mentor, a centrally developed training process, reward types, training and release time for both mentors and new teachers, and new teacher observation opportunities. We anticipate that in the first year of EEIP, we will have 100 mentors for which we will provide tablets to enable them to film, coach, and review mentee performance. Principals will still have the ability to choose who will become mentors on their campuses.

This mentoring program will draw upon reviews of mentoring research which substantiate the value and impact of induction and mentoring on new teachers working in districts with >50% low-income students (Richard Ingersoll and Michael Strong, 2010) and the positive effect on teacher turnover (Strong, 2004). Results showed that the impact of mentoring on student achievement was equivalent to moving the average student from the 50th percentile to the 54th percentile in reading and to the 58th percentile in math. Furthermore, almost all of the research reviewed by Ingersoll and Strong showed that beginning teachers who participated in some kind of induction had higher satisfaction, commitment, and/or retention.

To supplement the mentorship support structures, IDEA is also taking a comprehensive look at the main reasons teachers leave the district and has identified the following:

1. They are dissatisfied with their management relationship;
2. They feel the workload and expectations are too great (IDEA teachers average a work week of 50-60 hours); or
3. They would like to attend graduate school or otherwise relocate to a larger city (from the Rio Grande Valley).

Armed with this information, IDEA leaders have begun to address the first two issues by 1) offering specific management coaching on tackling difficult conversations and 2) investigating ways to reduce extra duties (morning/afternoon, cafeteria, etc.) by having support or office staff relieve teachers, thus easing their workload and allowing them to focus on what matters most: quality instruction to improve student achievement.

The carefully crafted, responsive combination of these approaches—New Teacher Institute, Teacher Leader Institute, informal mentoring, Grade Team Leader "buddies", development of the "Teacher Champions" role, and addressing head-on the issues why teachers leave IDEA—constitutes IDEA's comprehensive mentoring, coaching, and support system, which provides a strong and differentiated system of support to teachers as they grow in proficiency. The implementation of "Grow with IDEA" accounts will provide a retention incentive for teachers to remain with IDEA, thereby helping the organization meet its human capital goals.

IDEA will use EEIP funding to add a Coordinator of Staff Progression (not listed on the management plan/staff qualifications section for lack of space) who will, among other responsibilities, assist IDEA in assessing the effectiveness of its mentorship structures, and support implementation of additional mentorship training added to the Teacher Leader Institute. In this way, EEIP funding will support expansion of the mentoring program, which will contribute to teacher leadership skills, potentially enabling them to take on additional roles for additional compensation and/or advance along the Teacher Career Pathway.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

IDEA School Leaders are Free to be Instructional Leaders

Unlike many traditional school systems in which instructional oversight and leadership are often delegated to a dean of instruction or other staff member while the principal manages "the plant," **IDEA's philosophy is that principals are instructional leaders who coach and develop the teachers and lead team members at their school to achieve ambitious goals with students.** Principals lead their schools to do whatever it takes so that IDEA's mission of *College for All Children* becomes a reality.

Supporting the principal are three assistant principals: two assistant principals for instruction and one assistant principal for operations. **Assistant principals of instruction (APIs)** are instructional leaders who coach and develop a cohort of teachers at their school to achieve ambitious goals with students. They monitor the progress of special population students to ensure *all* students are on-track for college. They are also responsible for both reactive and proactive discipline and campus culture building strategies that help students persist at IDEA year after year.

APIs also ensure that teachers have adequate schedules, materials, and technical assistance and spend as much time as possible in classrooms, observing and collecting information about student performance. The APIs at the Academy (elementary school) level also teach a group of students so as to know how to achieve Direct Instruction (and STAAR) mastery and acceleration as well as the teachers do.

Assistant Principals of Operations (APOs) are responsible for managing all non-instructional functions of the campus including but not limited to attendance, persistence, data management, enrollment and registration, facilities maintenance, textbooks, IT support, health services, and parent engagement. The APO's management of all school operations allows the principal to focus on instruction and student achievement.

Teacher Observations

Frequency: Each teacher is assigned to a campus-based instructional coach (or manager)—usually the Principal or Assistant Principal of Instruction (API). Most campus leaders and teacher leaders are assigned to no more than 1/3 of the teachers (max ratio: 1:15), which allows the instructional coaches to spend significant time observing and coaching their teachers. IDEA expects teachers to interact with their coaches **twice each month** in a meaningful way, which might include a walkthrough, extended observation, or a conversation about data.

Coach (Rater) Qualifications: The Academic Services Team (AST) is charged with ensuring all campus-based instructional coaches are prepared to effectively coach and improve teacher performance. Principals and APIs attend monthly daylong trainings in which it is typical for half of that day to be focused on instructional strategies, success, and norming (reliability) and the other half to be focused on management practices and team leadership. AST coaches visit schools on a regular basis, as their primary charge is to coach the coaches through joint walkthroughs for norming purposes. They may intervene with direct teacher support as necessary or by request of the lead team, but they are first and foremost focused on building instructional capacity among campus leaders. In addition, campus lead teams meet once each month with other lead teams across the district via webinar. The purpose of these sessions is to norm on evaluations using the GET Rubric. As part of the Teacher Career Pathway, all managers of teachers must earn a GET Observer Certification credential before performing EOY evaluations to guarantee that teacher evaluations are standardized.

Tools: All teachers are trained, coached, and assessed using the Guideposts for Excellent Teaching (GET) as a shared framework across the district. The GET is a five-level evaluation rubric that rates teachers as Unsatisfactory, Developing Proficient, Proficient, or Exceptional and is aligned to IDEA's six Core Values. Principals and other managers use the GET App to collect data using their mobile devices (see next page).

Reliability: IDEA norms across the district by having the Human Assets Team, led by the Director of Staff Progression, conduct standardized training on how to effectively use the GET rubric. Coaches from the central Academics Services

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Team provide on-campus support with observations and norming. GET evaluation training sessions are based on videos of actual IDEA classrooms. Principals and APIs all watch the same clip of a classroom and then rate that teacher's practice. Discrepancies in ratings between reviewers are then discussed, and the correct rating is made clear. IDEA subscribes to the belief that there is a clear way to improve teaching because there are clear best practices that great teachers utilize and can be learned by others. The structure of the GET rubric, together with rigorous standardized training on how to use it accurately, supports managers in reliably rating teachers' performance. Note: An additional \$10,000 of funding for training managers on how to use the GET is included in the EEIP budget request, as funding through i3 is no longer available to further our development and implementation of this excellent tool.

IDEA's two Vice Presidents of Schools and two regional Executive Directors visit campuses daily to observe coaches and provide feedback. In the coming year, IDEA will implement cohort observations and norming conversations where small groups of Principals and APIs will observe classrooms together and then norm on how they would rate the teacher actions. As noted on pages 33-34, IDEA has established normed hiring rubrics and interview guides, which are aligned to the behavioral and interpersonal character traits that make a teacher high-impact.

Comprehensive Evaluation Infrastructure and Data Dashboards

IDEA staff input, archive, access, and analyze educator evaluation data on Netchemia's **TalentEd Perform**, a cloud-based performance management platform created specifically for K-12 education (and funded through IDEA's i3 grant award). It is here that the three-phase Staff Development Cycle outlined on page 27 is housed and where data is gathered and accessed by managers and educators. Educators log in to the TalentEd Perform system to input goals, rate themselves and their managers and/or staff members on effectiveness rubrics, track progress toward goals, and rate overall educator effectiveness.

Forms allow teachers, staff, and leaders to complete their own walk-throughs, observations, formative and summative evaluations online, which can then be accessed and viewed by appropriate supervisors and the senior leadership team as they make data-driven decisions on educator effectiveness and performance.

When development is complete, the **GET App** (designed to facilitate application of the Guideposts of Excellent Teaching rubric and funded by IDEA's Race to the Top award) will allow managers to input walkthrough and other teacher evaluation data directly into the system from their mobile devices, which will then be stored in TalentEd for later aggregation and analysis. This will allow managers to see trends across not only their own school but also across the district in a given grade and/or content area (for example all 6th grade math teachers across all of the 15 IDEA middle schools). The TalentEd Perform system, also instituted with funds from IDEA's Race to the Top grant, will consolidate all of the evaluation tasks into one password-protected system that will be accessible from any Internet-connected computer. App completion is scheduled for the 2014-15 school year.

Use of these systems across all IDEA schools (Rio Grande Valley, San Antonio, and Austin) will provide a big picture of teacher quality tied to student achievement, allowing IDEA leaders to cut data by teacher, examine and measure student growth at the classroom level, and link student performance to the instructor.

At the primary or Academy level (grades K-5), all students have growth targets linked to teacher performance. At the secondary or College Prep level (grades 6-12), for example, instructional leaders can look at student growth in the EPAS suite (EXPLORE, PLAN, and ACT exams), set targets for all students testing in this suite, and link EPAS performance to the classroom teacher.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

The most complex element of the human capital work is around the teacher evaluation system. IDEA's evaluation system will continue to be built out as the Teacher Career Pathway (fully described on pages 35-36) is further developed and refined. Under the Investing in Innovation (i3) grant project, the first step in refining the evaluation system at IDEA was to retool the Guideposts for Excellent Teaching (GET). Initially developed as a composite of Teach For America's Teaching As Leadership (TAL) rubric, as well as similar rubrics developed by Danielson and Marzano, the GET was further modified to fit IDEA's culture and specific curriculum models. IDEA uses the GET rubric for teacher coaching and evaluation, and it will continue to serve as a primary component of the evaluation system as IDEA transitions to the Teacher Career Pathway.

The GET rubric provides a common language between teachers and administrators across schools; in the GET rubric, teachers are rated on a **sliding scale of proficiency**, from "Unsatisfactory" to "Exceptional." IDEA also made videos of exemplary teachers to demonstrate what exemplary teachers look like within each strand of the GET rubric. To date, IDEA has made approximately 25% of the videos aligned to the rubric and will continue with this work over the next year. One of the notable changes to the rubric was the addition of a section called "look fors," which helps define what excellence looks like during a classroom observation. Those most successful at IDEA seek feedback, pore over the data, identify root causes, and implement solutions. The other addition was a sixth guidepost focused on IDEA's core values, which helps define teacher professionalism and behaviors that align to the organization's core values.

Rubric Structure: IDEA has developed two common frameworks that enable instructional staff to be self-directed in their development: IDEA's **Core Values**, which applies to all staff, and the **Guideposts for Excellent Teaching, or GET**, which applies to all instructional staff. The GET creates a common language between teachers and administrators and among teachers across schools. The **GET rubric has 6 Guideposts** (overarching categories or domains). Each Guidepost is broken down into multiple **Rows** (subcategories), and each Row is broken down into multiple **Strands** (specific descriptions of behaviors within each row).

- **Guidepost 1:** Sets ambitious goals and invests students and families (4 Rows; 17 Strands)
- **Guidepost 2:** Creates a powerful learning environment (6 Rows; 23 Strands)
- **Guidepost 3:** Plans purposeful, rigorous instruction (4 Rows; 13 Strands)
- **Guidepost 4:** Delivers purposeful, rigorous instruction (5 Rows; 23 Strands)
- **Guidepost 5:** Analyzes data to intervene and adjust instruction (3 Rows; 9 Strands)
- **Guidepost 6:** IDEA Core Values and Professionalism (6 Rows; 32 Strands)

EXAMPLE: Guidepost 2: Creates a Powerful Learning Environment

Row 2.C—High Expectations and Engagement: **Builds a culture of hard work, high expectations and ensures 100% of students are engaged and on task**

Strand 2.C.1—Student Engagement

Unsatisfactory	Teacher does not respond to a lack of student engagement
Novice	Teacher responds to a decrease in student engagement, but that response may not have had measurable results.
Beginning Proficient	Teacher is responsive to student engagement of less than 100% and takes corrective action to increase that engagement that increases engagement for some, but not all students, or that increase is for a limited period of time.
Proficient	Teacher is responsive to student engagement of less than 100% and takes corrective action to increase that engagement.
Exceptional	Teacher anticipates times when students may become disengaged and takes preemptive action that results in higher levels of student engagement; Teacher has taught students how to self-monitor and increase their own level of mental engagement

Evaluators: IDEA staff can expect consistent coaching from their supervisors. Because each campus and HQ team handles informal coaching differently, instructional staff learn more about their team's approach from their manager. Every instructional staff member is assigned an instructional leader, assistant principal of instruction, principal, or teacher-leader. Even though each campus coaches differently, the assigned instructional leader will typically engage with each teacher bi-weekly for the purposes of helping them improve in their role. This engagement looks different for each teacher, depending on his/her developmental needs, and could include classroom observations, data discussions, instructional rounds, etc.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

IDEA Public Schools believes that professional growth should happen on an ongoing basis within daily work. Every day on the job is an opportunity to grow and learn. Each employee at IDEA takes ownership over driving their development in collaboration with his/her manager, colleagues, and instructional coaches (where applicable). This means that employees reach out to their supervisors and peers when they need feedback on their work or help developing in a certain professional area.

All IDEA teachers also have 60 daily minutes of common planning time with their grade-levels peers. Secondary schools also provide teachers with a common conference period for **content-specific planning** and teamwork.

At the College Prep (secondary, 6-12) level, the practice known as "Course Collaboration" is the main opportunity for teachers to work with their grade level and content similar peers (example, all 8th grade science teachers) to discuss and share pedagogical strategies. Course collaborations occur four times each year after Interim Assessments (IAs) are administered to students and data is gathered for teacher and principal review. Twice each fall, for benchmarking purposes (March and May), IAs give teachers clear and direct feedback on the strength of their teaching strategies relative to their peers. Student results by teacher are shared across the region as teachers convene by subject and grade level to disaggregate the data and identify the six objectives on which students scored the highest and lowest (three of each). The transparency of this process is one way that teachers identify role models or mentors. Teachers then engage in one-on-one and group discussions with each other to reflect on their own teaching strategies, seek input on best practices to incorporate, and learn from each other as to what works in when teaching a particular concept, objective, or standard.

At the Academy (elementary, K-5) level, Course Collaborations (known as "cien por ciento" or "100%") began in the fall of 2013. Now, teachers at grades 3-5 meet by grade and content area to review data as described above.

For all Course Collaborations, IDEA teachers in the Rio Grande Valley meet in person according to their content area and grade. IDEA teachers in San Antonio and Austin join their colleagues by webinar. This allows for true collaboration and sharing across **all** schools, subjects, and grades and also provides collaborative practice that is truly "standardized" regardless of physical location. Teachers benefit immediately as a result of these Course Collaboration and come away with concrete next steps and best practices to adopt in their own classrooms as they reteach to ensure student mastery.

Additional opportunities for horizontal and vertical collaboration include school-based, regional, and district professional development days; common planning time; and release time for teachers at higher Stages of the Teacher Career Pathway to mentor and observe others.

As part of its 360-degree mentoring program (see also page 22-23), IDEA provides the following types of on-campus systems of support:

- **Campus Lead Teams:** Responsible for the quality of instruction; oversee instructional rehearsals (practice sessions) prior to lesson delivery
 - **DAILY:** Track student achievement data through the Schoolnet Instructional Improvement System; coach core teachers
- **School Teams:** Create and monitor campus-level plans;
 - **DAILY:** District Content Area Leaders (DCALs) support and track GradeCam system of exit tickets (assessments of student progress captured by document cameras and managed by online software that allows teachers to scan grades directly into their grade book); make coaching visits to schools
 - **WEEKLY:** Observe instructional rehearsals; host data calls with each campus;
- **Academic Services Team (AST):** create scope and sequence in reading and math; develop training for teachers; train, support, and manage the D-CALS
 - **DAILY:** Visit high-priority teachers
 - **WEEKLY:** Observe instructional rehearsals

In addition to these regular opportunities for collaboration, IDEA's Lightbulb system is an in-house document sharing platform and local resource "warehouse" that provides another 24/7 access point for asynchronous collaboration across all schools in all cities, district-wide.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Evidence of Deep Commitment to Meaningful, Systemic Professional Development

The core of the i3 proposal called for this charter/public school partnership to establish the Rio Grande Valley Center for Teaching and Learning Excellence, which has been in operation since early 2011. The focus of this Center is the study and implementation of best-in-class practices across the entire human capital pipeline—from new teacher through experienced school leader—and rigorously evaluating programs and practices to ensure that educators have the skills and support to be effective. Lessons learned from the practical implementation of i3 have made the foundational work for this EEIP grant possible. Please see the table on the following page for evidence of how this prior work will be integrated into the PD offerings and opportunities for teachers at each stage of the Teacher Career Pathway.

Professional Development Differentiated According to Teacher Need

Integral to the Staff Development Cycle is IDEA's method of matching professional development activities and opportunities to identified teacher needs. Principals and teachers use GET rubric data to determine areas of teaching practice where a teacher wants to focus their professional development efforts to highest advantage. For example, a teacher struggling with the GET rubric row "procedures" may utilize classroom observation of a high performing peer and the IDEA GET video library to improve their practice in this area. In this way, teacher self-assessments of progress toward goals, together with manager's assessments of teachers' areas for improvement, drives creation and deployment of differentiated professional development sessions for teachers across a variety of platforms and settings, including one-on-one, small group, large group, conferences, and workshops as part of the Staff Development Cycle and through IDEA's **TalentEd Perform** platform. This performance evaluation and appraisal software system provides **teacher, staff and leader evaluation data** for senior leadership teams to make data-driven decisions on educator effectiveness and performance.

Lightbulb is IDEA's comprehensive, data analysis system that tracks **student data, student assessments, and college support**, integrating many sources of data in one place and giving the end user (teacher, instructional coach, principal, parent, or student) a concise yet comprehensive picture of a student's standing. On the instructional side, Lightbulb provides real-time attendance, discipline and assessment results to measure student progress so teachers and school leaders adapt instructional strategy, and ensure students are achieving mastery. Together, the TalentEd Perform and Lightbulb systems support data-driven decision-making and facilitate knowledge sharing throughout the organization.

Professional Development Provided in a Timely Way

Not only does IDEA facilitate timely access to professional development for teachers, it also puts ratings-defining examples at leaders' fingertips through the GET rubric to support inter-rater reliability and ratings consistency across the district. IDEA provides educators with multiple opportunities to register into Teacher Institutes, Teacher Leaders Institutes, and other trainings; sign up to be a teacher presenter; request a professional development opportunity; and access previous presentations and information about the Staff Development Cycle. As a result of Investing in Innovation (i3) funding, IDEA teachers are now have daily access video exemplars embedded in each level of the rubric and aligned to each criterion, and managers can access video training on how to use the GET rubric to evaluate teachers. These recent innovations helped standardize the rubric and communicate expectations at each level of proficiency—all of which was integral to the structure of the Teacher Career Pathway.

IDEA's powerful GET rating system—recently retooled and refined and differentiated for the College Prep (secondary) and Academy (elementary) levels, as well as for Blended Learning spaces—allows for individualization of training. This degree of individualization greatly increases the effectiveness of school-based and district-wide professional development sessions while abolishing the "one size fits none" disconnect found in large-group faculty meetings that force all educators to sit through training that only a few truly need. IDEA managers (school leaders, teacher leaders, and others who supervise instructional staff) and those they supervise work together to identify areas of individual focus, freeing everyone to concentrate on the highest-impact areas for their own professional development. Furthermore, the teacher dashboard that will be used with TCP provides an easy-to-read system that helps teachers understand where

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

they are on the pathway and why. Note: \$31,500 is requested to support the creation of the TCP dashboard portal. The vision for the dashboard is that it will automatically color-code ratings so leaders can see at a glance which teachers or GET competency areas need additional focus. Teachers will be permitted continuous access to the dashboard.

Professional Development Activities and Opportunities Tied to Observation and Formal Evaluation Results

Four measures of teacher quality determine a teacher's placement, or stage, on the Teacher Career Pathway (see pages 35-36): 1) **student achievement**; 2) the manager's rating of the teacher on the comprehensive **GET rubric**—Pre-novice, Novice, Developing Proficient, Proficient, and Exceptional (see page 26-27); 3) **parent and student survey results**; and 4) **360-degree colleague feedback**. At each stage of the TCP (which mirrors the stages of the GET rubric), teachers will have access to professional development (PD) opportunities designed to support them in increasing their skills and instructional effectiveness as well as their abilities to take on additional responsibilities and contribute to others.

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<ul style="list-style-type: none"> Elementary Teachers Academy (ETA) or Teacher Institute (TI) School-based PD (i.e. at Faculty Meeting, designed by principal) Paired with a mentor Regular feedback & coaching from manager and Academic Service Team (AST) coach 	<ul style="list-style-type: none"> ETA or TI, if not attended before [if they are new to IDEA, it will continue to be a requirement] School-based PD Option for pairing with a mentor Regular feedback and coaching from manager and AST coach 	<ul style="list-style-type: none"> School-based PD Opportunity to lead professional development, including staff development cycle, TI, ETA Opportunity to serve as a mentor (and training to do so) Feedback & coaching from manager 	<ul style="list-style-type: none"> Self-directed PD budget Preferred access to advanced PD High-performing school observations School-based PD with potential to opt-out Opportunity to lead PD, including staff development cycle, TI, Teacher Leader Institute (TLI), ETA Opportunity to serve as a mentor Feedback and coaching from manager Executive coaching with principal 	<ul style="list-style-type: none"> Self-directed PD budget Preferred access to advanced PD High-performing school observations, including out of region School-based PD, with potential to opt out Opportunity to lead PD, including staff development cycle, TI, TLI, ETA Opportunity to serve as a mentor Feedback and coaching from manager Executive coaching with senior leader or external expert
<p>PD for Stage 1-3 teachers occurs during the school week or summer break (Elementary Teachers' Academy (ETA—for new teachers). Explicit learning sessions such as "improving openings to lessons" typically take place during an after-school weekly faculty meeting where teachers can select PD offerings based on their needs or while observing a peer's teaching practice during actual class time.</p> <p>Some of the optional Stage 4 and 5 opportunities, such as travel to other schools or self-directed PD, take place outside of the school week.</p>				

NOTE: School-based opportunities can be differentiated based on pathway stage (i.e., the principal may choose to do an off-site appreciation for upper-stage teachers or have a monthly "Open House" or campus-based decision-making meeting with them), and there will be best-practices sharing among principals, facilitated during monthly principal trainings. All schools will need to offer standard pathway opportunities to all teachers in the relevant stage.

As noted in the Needs Assessment section on page 17, IDEA employs Flex Teachers (full-time, experienced, and enculturated IDEA employees not assigned as teachers of record) who are deployed to maintain the rigorous environment of a top teacher's classroom while s/he is periodically released to mentor, train, and/or coach others or to participate in professional development intensives that support their advancement along the Teacher Career Pathway.

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **108807**

Amendment # (for amendments only):

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Excellence + Innovation: IDEA Builds on i3

Over the past 3 years with support from an Investing in Innovation (i3) Development Grant from the US Department of Education awarded to IDEA in its partnership with PSJA ISD, the district has been able to innovate and improve many key tools and programs in each of the following areas:

- **Recruitment:** Created a protocol to define the appropriate level of follow-up with candidates; identified new profiles aligned with hiring rubric; and used a hiring rubric to identify and recruit applicants from across the country using teacher matching sites like myEDMatch and haystack.edu;
- **Selection:** Created hiring rubrics and interview guides aligned to the behavioral and interpersonal character traits that make a teacher high-impact; created high-quality manager training to teach IDEA leaders how to use tools and hiring best practices to choose the best and brightest talent; conducted a predictive analysis (in the model of TFA) on IDEA selection data to determine which selection characteristics are most correlated with teacher success and other key outcomes;
- **Onboarding:** Created a New Teacher Institute and a Teacher Leader Institute (both programs kick off in the summer); conducted three years of training for teachers new to IDEA, and improved on the content of this training by incorporating feedback from teacher participants and SRI (3rd party evaluator);
- **Staff Development:** Facilitated follow-up trainings (led by principals and assistant principals—managers of teachers rather than outside consultants) on campus sites to provide “contextual” professional development throughout the year; scaled the program by over 50% as IDEA has grown; developed and implemented one-day Instructional Coaching Summit (in collaboration with Teach For America and PSJA ISD) to share best practices in teacher coaching; also created leadership development programs including IDEA Rhodes Fellows, Principal in Residence, and Master's Reimbursement Program;
- **Evaluation:** Retooled Guideposts for Excellent Teaching (GET) rubric; expanded rubric to five rating levels, from Unsatisfactory to Exceptional; added “look fors” to define excellence during observations; added 6th Guidepost area aligned to IDEA Core Values; created videos of exemplary teachers to demonstrate excellent teaching as defined by GET; and
- **Career Progression:** Developed and deployed a Principal in Residence (PIR) program for aspiring school leaders. Developed and piloted Teacher Career Pathway (TCP) that recognizes five levels—or Stages—of teacher proficiency, from Beginning to Master; ready to implement fully in 2014-15.

Since 2010, IDEA has been working to create unique solutions to human capital pipeline challenges that other districts are only now beginning to address. **Having innovated in each area noted above and having built the TCP on the foundations of the i3-funded work, it is now time for IDEA to move to the next stage of innovation:**

Implementing a system of differentiated pay that both rewards teachers for their pedagogical and professional achievements and retains them within the IDEA district of schools. This system is to be known as “Grow with IDEA” Accounts. It is significant to note that because IDEA does not believe that it can solve issues of teacher quality and retention with salaries alone, the district did not begin here when innovating on its human capital system. However, now that the rest of the infrastructure in place, it is finally time to compensate people for adding value and choosing to stay with IDEA through the innovation and implementation process.

Teachers achieving Stages 3, 4, and 5 on the Teacher Career Pathway will earn a significant financial reward (\$1,500 - \$10,000 each) that will be held in an individual account and paid out incrementally over a three-year period at the rate of 1/3 or 33.33% of the reward per year for three years. Grow with IDEA accounts are guaranteed three-years of retention bonuses for teachers who reach stage 3 or higher placement on the pathway. Teachers will earn a bonus of \$1500-\$10,000 to be paid out over three years for staying in the classroom. This means that teachers will earn a minimum of \$500 (for one-time placement at stage 3) up to a maximum of \$10,000 for three consecutive years of teaching at stage 5. **We believe that all IDEA teachers who choose to make a career out of teaching at IDEA can become Stage 3 or higher teachers.**

Nonfinancial Compensation

Not all components of IDEA's recognition and reward system involve financial compensation. Nonmonetary incentives

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

help to professionalize teaching, rewarding teachers and teacher leaders with additional opportunities to grow, develop, and achieve the highest effectiveness ratings. At IDEA, these incentives currently take the form of opportunities to participate in the i3-developed New Teacher Institute (one year) and Teacher Leadership Institute (two years), as well as opportunities to become an instructional coach and/or participate in a variety of advanced professional development programs.

All of these initiatives support teachers in moving from Stages 1 to 3 along the TCP, and IDEA has historically done a good job of getting teachers to this level of proficiency as evidenced by the student achievement results it consistently produces. This complete system of financial and nonfinancial reward and recognition proposed here, therefore, has been designed to both reward AND retain teachers through a comprehensive, thoughtfully developed differentiated compensation plan.

During the 18-month Teacher Career Pathway development process in which IDEA leaders sought teacher input through 14 teacher feedback sessions, 5 focus groups, 5 Steering Committee meetings and 14 campus town halls, TCP Design Team members embarked on a process to identify a range of nonmonetary rewards and recognition that teachers said would motivate, inspire, and incentivize them as they moved up the Pathway. These teacher rewards will be implemented alongside **"Grow with IDEA" Accounts** will include (but not be limited to) the following:

- Invitations to serve on **campus decision-making** committees or teams;
- Mini-grants in varying amounts to fund teacher participation in **self-selected advanced professional development opportunities** (similar to the Fund for Teachers);
- **Additional release time** to mentor others or take on special projects or action research
- Opportunities to have **more flexible teaching schedules** or to have **first choice of schedules** or classes;
- Opportunities to **"test out"** of annual trainings or complete them online; and/or
- Opportunities to **opt out of school-based professional development** for individualized PD or planning time.

Teachers also indicated that they would appreciate being publicly acknowledged by tangible symbols of teaching excellence such as plaques outside the classroom door, indicating a Stage 4 or 5 teacher in residence. During the grant period, IDEA will apply EEIP funding (\$29,000 in supplies and materials), as well as seek additional funding from outside sources, to implement and expand these nonfinancial rewards and additional methods of public recognition. Note: We are aware of the limitations of TEA funding for non-financial rewards and will work to develop non-financial rewards within these constraints.

In 2013, 654 teachers gave feedback via surveymonkey on their assessment of and support for the TCP system, and the results were extremely encouraging. The following data indicates the percent of teachers who agree with, support or are neutral with regard to IDEA's TCP plan:

1. IDEA is headed in the right direction with this plan for the TCP—85.41% agree or strongly agree (2.88% disagree or strongly disagree) **97.11%**;
2. The evaluation measures are fair—66.05% agree or strongly agree (6.42% disagree or strongly disagree) **93.58%**;
3. I understand how my placement on the TCP will be calculated—62.58 % agree or strongly agree (10.43% disagree or strongly disagree) **89.57%**;
4. The plan for the TCP makes me feel valued to be a teacher at IDEA—76.76% agree or strongly agree (3.82% disagree or strongly disagree) **96.18%**; and
5. I can imagine teaching at IDEA for more years than I had previously planned because of the TCP—57.8% agree or strongly agree (10.1% disagree or strongly disagree) **89.9%**. (This last question is crucial to attaining and maintaining IDEA's org-wide goal of 85% teacher retention.)

A follow-up survey will be administered in fall 2014 to measure progress on each of these indicators.

In summary, IDEA created its Teacher Career Pathway to provide a standardized system for career progression that encourages teachers to advance their careers by remaining in the classroom as a teacher rather than going into an administrative role. **This EEIP-funded program is the next step in a series of innovations that IDEA will employ to solve its most pressing problem: Improving teacher retention in order to maintain and enhance academic excellence while growing to meet high levels of community demand for its model.** In addition to this innovative system of accounts, IDEA will award a range of nonfinancial compensation to reward and recognize teachers for progressing along the TCP as a result of producing, maintaining, and expanding student achievement in their classroom, school, and district.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

The graphic on the right illustrates the way in which teacher and leader effectiveness to improve student performance already lies at the heart of IDEA's local Educator Excellence Innovation Plan and impacts the entire range of human capital decisions and lifetime career trajectories of teachers.

Over the past 3 years with funding from a \$5M Investing in Innovation (i3) grant from the United States Department of Education (see also page 5), IDEA and PSJA ISD were able to collaboratively innovate and improve upon recruitment, selection, onboarding, staff-development, evaluation, and career progression. One example of innovation was the process for how IDEA hires new teachers and leaders by establishing normed hiring rubrics and interview guides, which are aligned to the behavioral and interpersonal character traits that make a teacher high-impact.

From IDEA's evaluation-embedded Core Values that guide recruitment to the Teacher Selection Tool and Teacher Selection Profiles that guide selection through the totality of the existing evaluation system and rating that helps

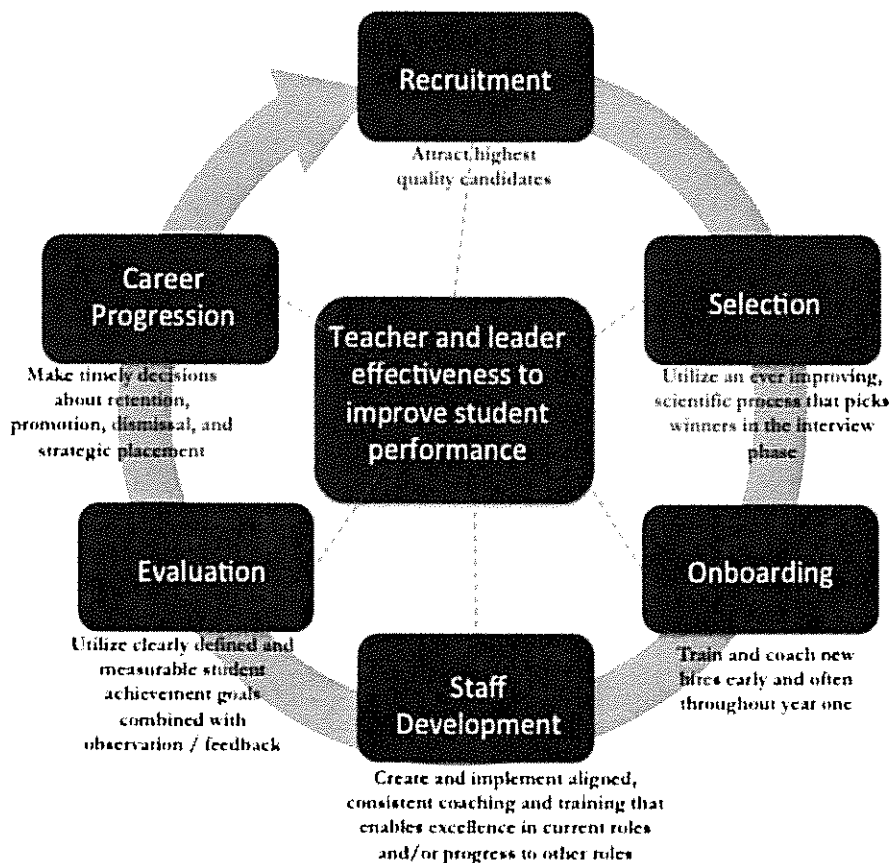
IDEA identify potential teacher and school leaders (career progression), the human capital management system already in existence is arguably strong, well-conceived, and supported by some of the best thinking in the field of Education. However, with funding from this EEIP opportunity, IDEA will be able to extend, enhance, and strengthen components of this system as indicated in this proposal.

Early Hiring:

IDEA asks teachers about their intentions to return to their role during the annual performance review period, which starts on April 15. This allows principals time to work with the Human Assets team to plan recruitment or identification of internal candidates to fill open positions. Additionally, IDEA hires Flex Teachers who serve as an additional pool of teacher candidates, filling campus-based gaps and providing classroom coverage while awaiting a classroom of their own.

Recruitment: Sources of new hires come from a variety of sources, including internal referrals, IDEA co-teachers (when ready to promote to teacher of record), Teach For America (new Corps Members and Alumni), university partnerships, recruiter networking events, marketing, alternative certification programs, and online sources myedmatch.com and haystack.com. IDEA's newest approach is to cultivate former Rio Grande Valley teachers who now live in Central Texas as well as the parents of current and prospective students who are teachers. IDEA also holds two Super Interview Days each year (in March and April)

Teacher Selection Process: IDEA's goal for every classroom to have a high-quality teacher on the first day of school requires a **rigorous, multi-phase teacher selection process** that includes an application and phone interview (both conducted by the staffing team), a final interview, sample lesson, and reference check (conducted by the campus team). During the teacher selection process, IDEA verifies strengths and probes weaknesses in its identification of the **seven competencies** it believes an ideal candidate possesses: Mission Fit, Record of Results, Flexibility/Adaptability, Sweating the Small Stuff, Motivating and Influencing, Resiliency, and a Growth Mindset. The following table illustrates the Competency Map, noting at which phase of the teacher selection process evidence of each competency is sought.



For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

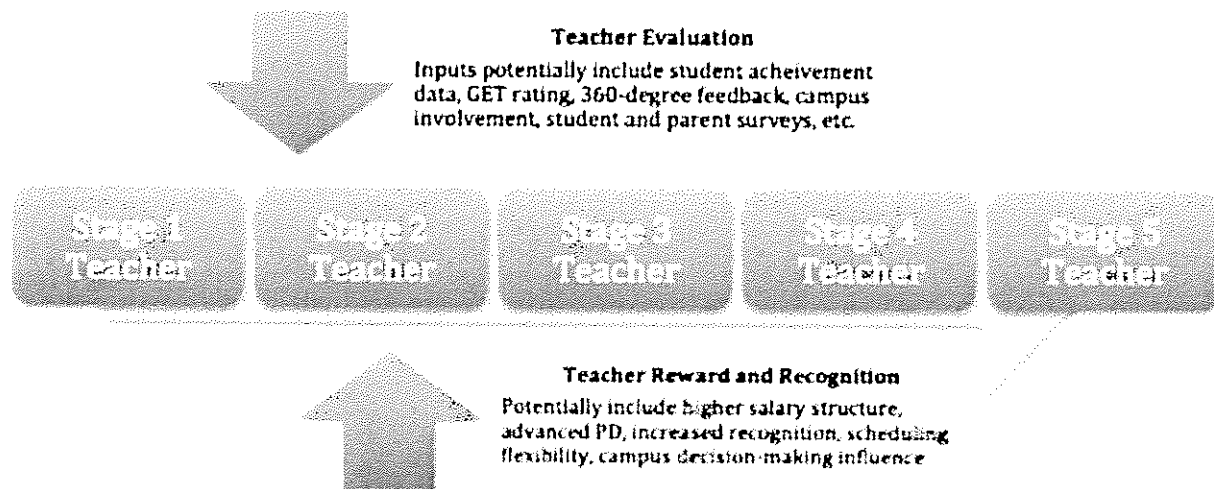
On this date:

By TEA staff person:

Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

IDEA TEACHER CAREER PATHWAY FRAMEWORK

The Teacher Career Pathway (TCP) is IDEA's new system to recognize, reward, and advance teachers in their careers. Development followed this general schedule:

- **Summer/Fall 2013—Planning Phase:** Built infrastructure components to launch TCP plan and TCP Dashboard; consulted econometrics experts to craft questions for student and parent surveys; drafted data model for measuring student growth in all grades and courses to mirror new TEA accountability system and accurately reflect an individual teacher's contribution to student achievement scores.
- **Spring 2014—Prototyping and Focus Groups:** Teachers and administrators invited to provide feedback and reactions, offer suggestions on all TCP tools and resources (dashboard, student and parent surveys, menu of rewards and recognition, and colleague surveys); continue to modify and improve TCP as data is collected to place teachers on pathway;
- **August 2014: Pilot Year Roll-out:** Teachers gain access to their individual dashboard and learn their placement on the pathway and related rewards and recognition; teachers select the type of recognition that is personally meaningful and use the information to set specific individualized goals for the coming year. (Please refer to page 34 for survey evidence of teacher support for TCP.)

TCP is not a "pay for performance" system or a tenure system; rather it offers opportunities and recognition commensurate with teachers' increasing effectiveness and contribution. Based on teacher pathway placement, teachers will be eligible for a variety of rewards and recognition, including differentiated professional development, scheduling flexibility, decision-making authority, change in title, and additional compensation (see also pages 31-32). Unlike annual performance bonuses, movement along the Pathway will indicate *sustained* evidence of performance. IDEA believes rewarding top teachers celebrates the critical work they do to help students succeed and to close the achievement gap.

Guiding Principles The Teacher Career Pathway (TCP) is:

- Founded in **valuing, developing, and retaining great teachers in every classroom;**
- **Focused on rewarding and recognizing teachers using a balanced scorecard to determine a teacher's pathway placement** which includes; student achievement results (50%), principal performance review/GET Rubric evaluation ratings (30%), core value feedback from managers and colleagues (10%), and parent and student feedback (10%);
- **A team effort**—TCP plans have been created by HQ representatives, school leaders, teachers, and external

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

vendors to coordinate all of the components for implementation of the pilot year;

- **Modeled on success**—IDEA's TCP Design Team and Steering Committee created this plan by adopting the best parts of career pathway programs from other organizations that were first-movers in the space, such as Aspire Public Schools in California, YES Prep in Houston, and Achievement First in the northeast; and
- **An on-going innovation**—we will seek out teacher feedback through an Advisory Board, which will meet 4 times per year and includes 72 teacher-participants to pilot, revise, and improve on the vision for the pathway throughout the grant period to ensure the pathway provides teachers with career progression opportunities, and in turn, improve student achievement through teacher retention.

All IDEA teachers, both new and returning, will participate in the Teacher Career Pathway. Pathway placement will begin in the fall of 2014, and will include more purposeful assignment of advanced professional development and recognition opportunities based on Pathway placement. (\$141,650 in funds for differentiated professional development for stage 4 and 5 teachers is requested in the EEIP budget.) For example, last year when IDEA had two spots at NAATE (National Academy of Advanced Teacher Education, <http://www.naate.org/>), principals were asked for recommendations of who should attend. In 2014, IDEA will invite the Advanced and/or Master Teachers (stage 4 or 5 on the Pathway). Under EEIP full implementation with compensation based rewards and individualized professional development will occur in 2014-15. EEIP funds for "**Grow with IDEA**" Accounts will allow IDEA to also implement add-on bonuses for teachers at stages 3, 4 and 5 in year 1 and, in year 2. (The bulk of funds requested in this grant are for "Grow with IDEA" Accounts: \$577, 418 in year 1 and \$927,415 in year 2. When we include benefit charges related to bonus amounts-8.5%- "Grow with IDEA" funds are 75% of the total budget request for year 1 and year 2.)

For current IDEA teachers, IDEA will use their past results to place them on the Pathway. During a teacher's first year with IDEA, regardless of whether they have taught previously, they will take advantage of all professional development related to learning organizational culture, systems, and curriculum. After a year in the organization, their student achievement scores, GET ratings, and survey data will be used to place them on the pathway. A teacher can move immediately into upper stages based on their performance, regardless of the number of years of experience he/she has.

IDEA tested models for placing teachers on the TCP in fall 2013 and will begin introductory placements and focus groups about them in spring 2014. Stage 1 or stage 2 placement of new-to-IDEA teachers aligns well with the mandatory attendance of these teachers at either Elementary Teachers' Academy (ETA) or College Prep Teacher Institute, as described in the PD strand of the Pathway.

Teachers will have the opportunity to move along the Pathway at the end of each school year using a robust mix of evaluation measures with the following weights: 50% student achievement, 30% GET evaluations, 10% core value feedback, and 10% student and parent feedback. Unlike the previous system of (periodic, nonstandard) performance bonuses awarded for academic growth in a particular school year, movement along the Pathway will indicate **sustained** evidence of performance over time.

Additional Opportunities for Career Advancement

IDEA believes teachers are leaders and should be developed as such. IDEA offers training, development, and support at each part of the leadership pipeline. Teachers who seek out development in leadership through the Teacher and Teacher Leadership Institutes (see page 22) have opportunities to transition into school leadership roles such as assistant principal of instruction (API), assistant principal of operations (APO), academic or college counselor, master teacher, instructional coach (HQ position), or curriculum coordinator (HQ position). Aspiring principals have the opportunity to apply for a yearlong Principal in Residence (PIR) program, designed and implemented with resources from the i3 grant (see page 22). (Though the focus of this proposal is TCP, we have requested partial salary support of \$40,000 in year 1 for the PIR residency, as there is no more funding available through i3 to expand this program.)

These established pathways illustrate that IDEA already has several pipelines for individuals who are interested in leadership. **What the TCP provides is a clear system of recognition and reward that will allow its best teachers to make decisions about their work and professional advancement based on what they enjoy most, rather than feeling pushed into administration simply to increase their earning potential.** It is *not* a launch pad to school administration. Opportunities to contribute as a proficient or master teacher include facilitating vertical content collaborations; sharing instructional practices; being observed by colleagues, donors, visitors, and the marketing team; sharing materials on Lightbulb; opening their classrooms to be videotaped to illustrate the GET rubric; mentoring others; and leading PD sessions.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

No waivers are required or requested. IDEA Public Schools is not seeking to exempt any campus(es) from participation in the **“Grow with IDEA” Accounts** program, and no waivers are necessary to carry out purposes of the program as described by Section 21.7011 in accordance with this proposed plan.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Not applicable. No waivers are required or requested.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable. No waivers are required or requested.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable. No waivers are required or requested.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Prior to the 2012-14 design and rollout of the Teacher Career Pathway (TCP) detailed on pages 35-36, there existed at IDEA a rigorous **educator evaluation system** based on individually-set educator goals, frequent observations, and a multi-part cycle of reflective self-evaluation and an **incentive pay system** based on campus-wide student achievement that varied widely from year to year. Although IDEA had made great strides in focusing on what matters in evaluating and rewarding educator excellence, prior to the TCP, **these two systems were not yet linked**, and they needed to be if IDEA were to fulfill its strategic plans for expansion in congruence with its mission.

Costs associated with the development of the Guideposts for Excellent Teaching (GET) rubric and other aspects of the evaluation system were primarily **in-kind expenses** of staff time. Costs associated with periodic incentive or bonus payments (pages 31-32) varied depending on IDEA's **financial position** at the end of each academic year. In a rapidly expanding system of schools, the structure and payment of any additional compensation was never codified, standardized, or assured. Teachers could (and did) work very hard in an impoverished community to produce the impressive academic gains for which IDEA is known with no certainty that their efforts would be rewarded in any way—monetarily or otherwise.

IDEA believes that recognizing and rewarding teachers based on clear measures of teacher effectiveness and student achievement is crucial to meeting its needs to increase teacher retention, increase student achievement, and support district expansion, which is why 75% of EEIP funding will go directly to teachers. To this end, IDEA has already begun to design and implement a TCP program, built on earlier innovations from its i3 grant (see page 5). With internal resources (mostly in-kind staff time plus approximately \$30,000), IDEA's leaders formed an eight-member TCP Design Team that worked in conjunction with a Steering Committee composed of 5 teachers and 11 other faculty and staff from 10 IDEA schools and IDEA HQ, to create a transparent, multi-part system of additional compensation that teachers could count on, work toward, and achieve. The TCP Design Team then worked over an 18-month period to research, deliberate, and design the TCP, getting feedback from teachers on the Steering Committee and across the district as they reviewed each phase of program development. (See page 17.)

As a result of this thoughtful and collaborative process, IDEA now has a well-developed Pathway that provides clear career opportunities for those educators who are dedicated to teaching. Through the TCP, IDEA will ensure that excellent teachers who decide to stay in the classroom are still able to "progress" in their careers – that they have opportunities and recognition commensurate with their increasing effectiveness and contribution.

However, the design and piloting of the TCP is a very different proposition from the implementation of it—especially in a charter school district that will double in size between now and 2017. In addition, the TCP is only one piece of IDEA's comprehensive human capital management system, all components of which must simultaneously expand as the IDEA district does while also maintaining the rigorous academic standards and high quality instruction that is the very source of demand for IDEA's expansion. **Without EEIP funding to enhance this carefully designed local educator excellence innovation plan known as "Grow with IDEA" Accounts, implementing an innovative add-on bonus structure designed to reward and retain teachers (thus helping IDEA grow to scale quickly and with quality) will not be possible on a timeframe that keeps pace with IDEA's ambitious plans for expansion. Specifically, payment of add-on bonuses for teachers at the highest stages of the TCP—Performing, Advanced and Master Teachers—will not be possible.** Because differentiated compensation can be an emotional and personal one for teachers, IDEA has purposefully held off on adding this component until after the first year of TCP rollout. By distributing funds in Summer 2015, EEIP will allow IDEA to fund this system at the truly perfect time.

Without EEIP, IDEA will not be able to keep pace with its forecasted needs to recruit and hire 1,070 new teachers by 2017 while increasing teacher retention, replacing teacher leavers, and growing to scale. EEIP funding will support the next stage of a best in class, comprehensive, and coherent human capital system that addresses all phases of the talent pipeline. In similar environments of high parent and community demand for academic excellence in public schools, **"Grow with IDEA" Accounts** will be replicable by other districts and charter school systems that choose to implement its components with the same degree of rigor and commitment with which IDEA has designed them.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To develop the Teacher Career Pathway Program, which overarches the **“Grow with IDEA” Accounts**, leaders formed an **eight-member Design Team**, which worked in conjunction with a **Steering Committee composed of five teachers and eleven other faculty and staff from ten IDEA schools and IDEA HQ**. The Design Team worked over an 18-month period to research, deliberate, and design the TCP, getting feedback from teachers on the Steering Committee and across the district as they reviewed each phase of program development. **On the survey administered in 2013, 85% of teachers responding agreed with the statement “IDEA is headed in the right direction with this plan for the Teacher Career Pathway” and 77% agreed that “The plan for the Teacher Career Pathway makes me feel valued to be a teacher at IDEA.** (<http://www.ideapublicschools.org/teachercareerpathway>) The Design Team then incorporated this feedback as meaningful changes or alterations to the TCP design. The result is a system of reward and recognition driven by a range of IDEA staff who have been involved in the design and implementation of the TCP from its inception.

Key stakeholder engagement during the design process included the following: *Teacher feedback sessions* (promoted widely and open to all to attend) – 9 campus sessions and 5 webinars (September); *focus groups* (invitation only to high-performing teachers identified by principals) – 5 sessions (October); *Steering Committee* (teachers, school lead team members, and HQ leaders) – 5 monthly meetings (Nov-March); and *campus town halls* – 1 per Rio Grande Valley campus (where IDEA HQ is located), 14 total.

The Teacher Career Pathway Steering Committee included the following staff representatives: 3 Principals, 4 Assistant Principals of Instruction (APIs), 5 Teachers, and representatives from IT (1), Budget (2), and Research and Analysis (1). Since April 2013, the **TCP Implementation Team**, consisting of representatives from Human Assets, Primary and Secondary Academic Services Teams, Development, and Communications, has held biweekly meetings with subgroups and monthly meetings with subgroup chairs to monitor rollout by asking and answering key questions related to assessment instruments, measures of student growth in elective courses, data collection and presentation, dissemination of TCP rollout results, and staff buy-in. The team will continue to meet through program rollout as well as afterward to provide feedback and monitor implementation.

In addition to this deep involvement of affected personnel groups in the development of the TCP and related add-on bonus structure—the foundational innovation of **“Grow with IDEA” Accounts**—the grant program design team (page 17) sought out the support of current school principals when choosing to participate in the grant program. Principals indicated their individual but unanimous support for the innovative compensation model at school leader meetings, by survey, through email, and/or through personal conversations with the Chief Advancement Officer. The CFO is also enthusiastically in support because the program aligns our compensation model to key organizational priorities.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: